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ABSTRACT

Intended for school administrators and regular classroom teachers, the document presents guidelines for working with visually impaired students being integrated into regular classes. Included is a description of the special education program in Illinois. Sections cover the following topics: identification and referral of visually impaired students; characteristics of the visually impaired; guidelines for the teacher, such as classroom arrangement and management; educational materials and equipment; social behavior and mannerisms; daily living skills; and the contributions of school personnel serving the visually impaired. Appended are a listing of additional references and the addresses of private and public agencies in Illinois serving the visually handicapped. (IM)

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MAINSTREAMING the VISUALLY IMPAIRED CHILD

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I. INTRODUCTION

This publication is written for you, the regular classroom teacher or school administrator, who may have visually impaired students enrolled in your room or school. It has been written to assist you in understanding the special education program as it exists in the State of Illinois and how you can perform a very vital role in the education of visually impaired students with whom you come in contact. The booklet also contains specific guidelines which may be of assistance to you in working with these youngsters for whom we have concern.

Efforts to return children to the mainstream of the educational community is brought about by integrating children into regular classes.

In Illinois, special programs for visually impaired children are usually planned so that they not only receive special services but also participate in regular classes to the degree they are physically and academically able. Perhaps special education is unique since its ultimate goal is to eliminate itself by eventually returning as many impaired children to the regular program as possible. This effort to return children to the mainstream of the educational community is brought about

The visually impaired student will need additional help and encouragement if he is to grow and become independent.

by integrating children into regular classes. Based on the complexity of the handicap, limited attendance in regular classes may mark the beginning of the mainstreaming by having visually impaired children participate in socializing types of activities. This can be increased to include subjects which do not demand a great deal of written work. Ultimately, it may successfully result in having the child enrolled in regular classes on a full-time basis utilizing specially adapted materials and services which can help compensate for the impairment. In other instances, children with mild visual impairments may be effectively served in regular classes with a minimum of specialized help from the special teacher.

At the present time, several kinds of special programs exist for educating the visually impaired.

1. **Standard Program with Supportive Services (Resource Room)** In this type of program the visually impaired youngster is enrolled in a regular class and uses the services of the special class teacher as well as the resource room facilities on a supportive basis whenever necessary. The special teacher is available to offer special instruction as necessary, to produce materials on a day-to-day basis, to assist with the administration of tests and examinations, and to be available

to assist the regular teacher as she is needed.

The special teacher is available to offer special instruction as necessary.

2. **Standard Program with Modification (Itinerant Program)**
In this program the child usually remains in the class where he would be enrolled in his home community if he were not visually impaired. He participates in regular classroom activities, and, on a regular basis, an itinerant teacher who is trained to work with visually impaired children spends time with him to supplement the work of the regular teacher. The supplementary work may include reteaching regular class lessons from which the student did not benefit, administering tests, the preparation of written work, or other assignments for which the regular teacher may have asked.

3. **Special Program (Self-Contained)**
In the self-contained program the child remains in the special class under the direction of the special teacher. Although there are some instances where a child may need this type of service for limited periods of time, a completely self-contained classroom is not generally advocated by the Office of the Superintendent of Public Instruction because it restricts the contacts and experiences which a child should have while attending school. There are several reasons why a child may need this type of program. They include the young age of the child and his need for intensive special help, a severe visual limitation without adequate basic educational skills, or perhaps other problems which require the concentrated assistance of a special teacher. This type of program can be invaluable for a child needing a great deal of specialized help; however, periodic evaluations of his progress should assist in determining how quickly and to what extent he can participate in some regular classroom activities.

Despite the format of the educational program selected, it has been found that the closer the structure of education for the visually limited child approaches that designed for the normally seeing, the more effectively it will enable him to function adequately.

The classroom teacher has the responsibility for the education of a class which may include a visually impaired pupil. She can be aided by the teacher of visually impaired children who should cooperate with her in supplementing the pupil's classroom learning experience and providing educational materials in the required media.

Not infrequently, a lack of understanding exists between the regular and special teacher in regard to responsibilities. Ordinarily, the regular teacher can and should expect the special teacher to provide her with information about the youngster including facts which will enable her to understand his visual limitations and their implications as

well as his academic potential. Usually, a staff meeting involving pertinent school personnel with whom the youngster will have or has had contact precedes placing the child in the class. During the staff meeting all aspects of the total program should be discussed. In junior and senior high school where the student is involved with numerous teachers all must be informed of specific needs of the child. This will include not only academic specialists but also art, music, physical education, home economics, and industrial arts teachers. If for any reason any teacher is not a part of the staff meeting or the staff meeting is not held prior to placement of a youngster, the teacher should be able to secure information from the special teacher.

By the same token, special teachers should become an integral part of the school staff. If the teacher of the visually impaired maintains a resource room and remains at the school for the entire day, she should accept responsibilities which are shared by all teachers. This would include lunchroom duty, playground responsibility, hall assignment, and myriad other tasks which all other teachers are routinely assigned.

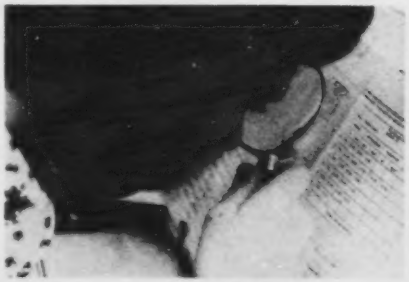
In reality, the success of the child depends directly on the total amount of cooperation which exists between the teachers as well as the understanding and support which the building principal gives the special program. Although responsibilities cannot be clear-cut in every situation, the education of the visually impaired is mutually shared by the regular as well as the special educator. Both teachers should assume responsibility for taking the necessary initiative to assist the child in succeeding academically as well as socially. Cooperation is the key word as well as the keystone upon which the entire program rests.

II. WHO ARE THE VISUALLY IMPAIRED?

An impairment is any deviation from the normal which results in defective function, structure, organization, or development of any part of the body. A person with a visual impairment becomes disabled when his environment requires visual performance which is impossible for him; however, impaired individuals need not be disabled. The objective of an educational program for visually impaired children is to reduce the disabling effect thereby enabling each child to function at his maximum level of efficiency.

Some children may need large type material.

Educationally blind children are those who cannot use print as their main avenue of learning. To be blind does not necessarily mean to be without any vision. Blind pupils may move about readily because they see some light, recognize outlines of familiar objects, and have



Others may use magnification.

had orientation and mobility instruction. For educational purposes, however, they have limited, if any, useful vision. Aural and tactile aids are used as important avenues of learning. Kinesthetic, oral, and olfactory cues can be used to supplement their learning. Educational materials will be in tactile or recorded form and the assistance of a teacher of the visually impaired is generally required.

Partially seeing children are those who have limited vision after correction, but who are able to use vision as their major channel of learning. Adaptations in instructional materials, such as large type or magnification, may be needed as is the assistance of the teacher of the visually impaired. It should be pointed out, however, that some partially seeing children use regular size print satisfactorily. (See Appendix)

Eligibility for a special class is generally based on measured visual acuity, but as teachers we are more concerned with the child's total visual functioning or efficiency. (See Appendix) Therefore, an individual assessment of each pupil's

Educationally blind children use braille.

needs as they relate to education should be considered in providing special services. The impact of the impairment along with its educational implications is information with which the special teacher should be intimately familiar. She can and should share this information with the regular teacher.

III. IDENTIFICATION AND REFERRAL

Although this publication was written to assist regular teachers and administrators in dealing with visually impaired children who have already been identified, this section on identification and referral has been included because many partially seeing children either with or without corrective lenses are overlooked. Frequently, they are felt to be inattentive or clumsy while their real problem is never recognized. This section is an attempt to make teachers more aware of significant symptoms.

More than any other school person, the classroom teacher is in a position to observe and be aware of changes in a child's appearance or behavior. It is important for her to note the danger signals and refer the child for a vision check when there are indications of a visual problem. The following observable behaviors and conditions may mean there is a vision problem:

Appearance

Red rimmed eyelids
Swollen eyelids
Crust near lashes
Frequent sties
Red or watery eyes
Eyes in constant motion
Crossed eyes or one eye turning in and the other eye out
Eyes that cross when the child is tired
Eyes with pupils of different sizes

Behavior

Blinks constantly
Rubs eyes often
Tends to have eyes crossed when reading
Tries to brush away blur
Seems overly sensitive to light
Stumbles or trips over objects
Holds book too close or too far away when reading
Frequently changes distance of book from near to far as he reads
Shuts or covers one eye when reading
Tilts head to one side when reading
Screws up face when reading
Frowns when trying to see distant objects
Thrusts head forward in order to see an object
Holds body tense when trying to distinguish distant objects
Becomes inattentive during reading lesson
Reads only brief periods without stopping
Shows reversal tendencies in reading
Tries to guess words from quick recognition of a part of a word in easy reading material
Tends to lose the place on the page
Confuses o and a; e and c; n and m; h, n, and r; f and t
Reads less well the longer he tries
Wants to play when he should read
Has short attention span when doing chalkboard, bulletin board, or map work
Shows lack of interest during field trip discussion
Has poor alignment in writing
Cries frequently
Becomes irritable over work
Has frequent temper tantrums

Observance of such detectable signs or symptoms warrant referral

to the appropriate school personnel and/or parents. Since referral procedures vary with the district depending upon the types of services which are available, no clear-cut procedure can be described here. It is suggested, therefore, that any of the following sources be considered: the school nurse, the building principal, the special teacher for the visually impaired, the local director of special education, regional low incidence programs, or the Office of the Superintendent of Public Instruction regional team assigned to the particular geographic region by the Department for Exceptional Children.

Regardless of the method of referral or the procedures which the particular district uses, the important thing to remember is that some action must be taken. Because the classroom teacher is in a position to observe and be more aware of changes in a child's appearance or behavior than any other single person, she should initiate the proper referral procedures.

IV. CHARACTERISTICS OF THE VISUALLY IMPAIRED

In a typical school classroom, there will be a wide variance in the size, shape, looks, ability, and emotional composition of the children. Some will be tall, others short; some heavy, some thin; some quick, some slow; and some docile, others agressive. The one common thread which runs throughout is that every child is an individual and will learn at his own rate. Such is true of a child who may perhaps be disabled because of a visual impairment. He, too, will have the same types of needs, joys, fears, and apprehensions as other children his age. His frustration level may or may not be related to his visual impairment; therefore, it would be erroneous to assume that every unacceptable behavioral characteristic which the youngster displays is directly attributable to his visual impairment.

The October 1963 issue of the **New Outlook for the Blind**, published by the American Foundation for the Blind, featured the following quotation from Pierre Villey: "Before anything else, it is necessary to establish the fundamental truth that blindness does not affect the individuality, but leaves it intact . . . no mental faculty of the blind is affected in any way."

However, the negative attitudes of the seeing which result in feelings of aversion and/or avoidance tend to create problems for the visually impaired. While the blind person may be unaffected by the blindness, he cannot remain unaffected by negative attitudes of seeing persons toward him. It should also be pointed out that if visually impaired children face overprotection, rejection, frustration, and fatigue, it could lead to deviant patterns of behavior. Therefore, it is not the impairment, per se, but instead society's reaction to the child that influences how he may react.

Although the evidence is far from conclusive, there are indications that social and emotional problems of the partially seeing may be even more severe than those of either the normally seeing or the blind. A recent study (Bateman, 1964) done with visually impaired children showed that the group with a moderate defect was found to be the least socially accepted by their normally seeing peers while those with the most severe defects were the best accepted.

The visually impaired child is a child who may meet additional frustrations due to society's reaction to him. His ability to cope with those frustrations and to deal with them in a socially accepted manner will be enhanced by the understanding and help he receives from his teachers and his peers. School personnel are in a position to influence both atmosphere and attitudes. Providing for the visually impaired child will automatically become a part of providing the best climate for each child when individual differences are recognized.

V. GUIDELINES FOR THE TEACHERS

You have been asked to work with a visually impaired child. At first, this may appear overwhelming. You have probably had no training in special education and, quite possibly, have never seen a child with a serious visual loss. Questions concerning what to do and where to begin are perfectly natural. Fortunately, answers to these questions can be obtained from the special teacher of the visually impaired assigned to your building. She has had training to help in understanding the problems which may confront you. She can supply information, materials, and know-how to help you work effectively with the child. Other school personnel, such as the psychologist, nurse, and or social worker, are also well qualified to help you deal with certain types of problems which might arise. When the services of all ancillary persons in the school system are well coordinated, the experience of working with visually impaired children can be exciting, interesting, and rewarding.

Without doubt, the child with whom you are working will require some additional assistance and educational experiences. If the special teacher is not immediately available to provide these services, guidelines outlined in this publication may prove helpful until you can consult with her and find the answers to your questions. The suggestions which follow are listed according to specific categories which have been identified as potential problem areas. Some visually impaired children will function satisfactorily in some of the areas listed, while others will need additional help and encouragement if they are to grow and become independent.

Attitudes

When the visually impaired child begins dealing and working with those around him, he frequently finds that many individuals feel he is less able to perform satisfactorily than his seeing peers. Such attitudes may cause the student to encounter problems of acceptance within his group. In most cases, the child has not yet developed a method of dealing with such attitudes due to his youth and lack of experience. As a result, the foundation for more serious problems may be laid. It is necessary, therefore, to help the child learn to deal with the behavior of others as well as to control his own reactions to such encounters. Such help (counseling) should be offered immediately and honestly.

The student needs to feel that he belongs to and is a participating member of your class. Encourage him to take part in all class activities; show him that you expect him to complete work and assignments; and be cautious in giving him special privileges. Allow the student the opportunity to grow and function independently as you would the other children in your class.

It is important that the child develop a healthy attitude of acceptance toward his visual limitations. This can be fostered as the child recognizes your feelings of acceptance and encouragement. He will perceive that you accept him for his abilities and are not critical of his

physical deficits. Such attitudes are contagious and will quickly be picked up by the other members of the class. As you accept him, they will also accept him and, as a result, he will come to accept himself.

Partially Seeing	Blind
Some partially seeing students have marginal impairments while others are much more severely limited. Partially seeing students whose degree of impairment differs with such variables as lighting, stress, state of health, etc., may experience problems in their dealings with others for they are neither blind nor sighted. In some situations they are extremely competent, while in others, they are most dependent. This often causes frustration in the student. At times the child himself is not sure of what he can do and what he cannot do.	The following most adequately clarifies the attitudes which the blind constantly encounter. "Blind people are rarely accepted and judged as individuals who have a particular assortment of capabilities and deficiencies. Their blindness, according to reports by blind persons, appears to overwhelm all other attributes they possess and contaminates the responses they receive from sighted persons they may encounter. The fact of blindness penetrates into every aspect of the relationship in which they engage." (Irving F. Lukaff, Ph.D., **Attitudes Towards the Blind**)

Partially Seeing	Blind
It is not uncommon for the partially seeing student to be misunderstood. He may react slowly to a situation which is not visually clear to him. His reaction may be interpreted as lack of comprehension, ability, or interest. In working with the child, you will come to recognize when the child's slow response is due to visual complications and when it is due to lack of understanding. The child will appreciate your concern. Each partially seeing person is different. Each eye condition creates different problems. Some pupils see better when material is close, while others find distance more beneficial. Some have poor side vision, others are sensitive to light, while still others require excessive amounts of light. Additionally, some children see better one day than the next. Such fluctuation in visual functioning may be the result of diet, amount of rest, and/or emotional stress. Understanding and acceptance is the most desirable way to deal with this problem.	

The special teacher teaches braille skills.

The Role of the Teacher

The introduction of this pamphlet defines the different types of programs for the visually impaired. In that section, the general responsibilities of the special teacher are discussed. The areas in which she is able to support and enhance your work as a classroom teacher are stated briefly. Areas in which she must rely on you are also mentioned. A special program is successful only when all personnel responsible for the student's educational program work together as a team, each assuming designated responsibilities and reinforcing the work of the other.

The special teacher will:

offer direct service to the child in areas not dealt with in the regular class, such as mobility, braille, and daily living skills;

reinforce concepts not understood by the student during special sessions with him;

interpret the child's eye condition and make any suggestions to you which are called for, such as seating and lighting recommendations;

provide suggestions, ideas and direct help to aid you in successfully integrating the child into your class;

provide all materials and equipment which the child will need to maintain himself successfully in your class — this will include materials, such as texts, paper, and daily assignments, as well as equipment, such as braillewriters, typewriters, or mathematical devices; and

be available as a resource whenever necessary within the school situation.

As the classroom teacher you will have primary responsibility for the child's educational involvement, and it will be necessary for you to:

keep the special teacher informed of plans and assignments so she will be able to provide

The regular teacher will bring the child into active participation in classroom activities.

the child with the material he needs. If this can be done a day or two ahead of time, it will guarantee that the child will have his material;

share guidebooks and curriculum outlines with the special teacher so she will have a good understanding of the course of study the child will follow;

be alert to every opportunity to bring the child into active participation in classroom activities;

give assistance to the child in a matter-of-fact unobtrusive manner so that he does not appear to be singled out;

help the child understand the effect of his visual impairment

and its relation to his capacity to learn; and

provide time for meeting with the special teacher to discuss the child's needs and progress.

Orientation to the Building

Orientation of the visually impaired child to the school is the responsibility of the special teacher or the parent. If the service is not immediately available to you, the following suggestions may be followed:

The child may come to school prior to his classmates to explore the building with your guidance. Location of his classroom, washrooms, library, and lunchroom, and other important areas should be pointed out.

The child should be able to come and go independently.

Discourage the student from relying on companions.

At the beginning of the year, it might be easiest for the child to travel with a companion. Within a short time, however, he should be able to come and go independently. You should discourage the child from relying on his classmates as companions. Walk with the child through a route. Discuss concepts, such as right or left turns, the number of classrooms he passes, and the location of the facilities in the washrooms, lunchroom, and library. This will help him move comfortably through the route.

Permit the child to explore his classroom freely until familiarity grows. The time required for this will vary with each student.

Place emphasis on the child's ability to leave the building in the shortest, safest, and most acceptable route. Fire drills and procedures should be explained and practiced.

Partially Seeing	Blind
Necessary instructions for the partially seeing child will vary depending on the unique abilities of each child. Some will learn quickly on their own. Others may need more detailed instruction. The amount of useful vision is an important factor in orientation and needs to be considered.	When showing the blind child around the room, be specific in your instructions and allow the child ample opportunity to practice. A plan such as the following may be utilized: Show the child his desk. Explain its relation to the classroom door. Place his desk in the row of seats encountered as he enters the room. Placement toward the front is also advisable for it is easier for him to hear what is taking place. Walk him through the path he takes as he comes in the door. This suggested sequence may be helpful: Enter the room, turn to the left (or right), using the back of his hand, count the appropriate number of seats to find his desk, pull out the chair, sit down.

Classroom Arrangement and Management

Classroom arrangement and management refers to the physical setup of your room as well as to the organizational procedure by which you expect the students of your group to operate.

Partially Seeing	Blind
Placement of the child's seat should be determined by the child's eye condition. The special teacher or the child's eye specialist can provide the necessary information. Arrange the child's desk so that it does not face into the light. Excessive glare makes it difficult for the child to operate at optimum efficiency. Try to avoid having glass doors or glass-covered pictures in the student's field of vision. These also create glare. Permit the child to sit as near the chalkboard and/or demonstrations as necessary to obtain the best view. Allow him to move around in order to see things important to his work.	Allow the child to sit at the end of a row or table to facilitate mobility. Try to seat him near the door, if possible. Placement near the area where the teacher stands during instructional periods is also beneficial as it is easier for the child to attend to what is being said. Allow the child to discover the relation of his desk to the classroom through exploration. Also, familiarize him with the room ar-

Allow the child to sit at the end of a row to facilitate mobility.

Partially Seeing	Blind

Intersperse periods of close work with periods requiring distance vision. Keep in mind, though, that it is no longer believed that we save our sight by not using our eyes. Eye work encourages proficiency in use of vision.

We do not save our sight by not using our eyes.

Large type replaces standard type only when necessary. Clear regular type and magnification can be used satisfactorily by many partially seeing students. The distance that the child holds a text from his eyes will vary with each student.

rangement and location of materials and equipment.

The child may need an extra desk or cabinet space because his materials are bulky. If so, place it in a spot that is readily accessible to the child.

Any change or rearrangement of furniture should be shown to the child.

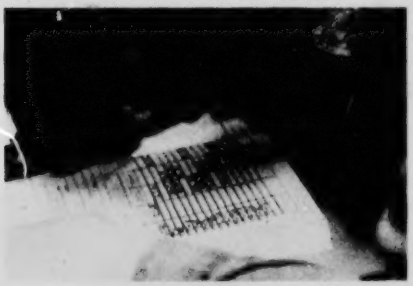
Intersperse periods of concentrated work with periods of reading and listening.

Help the child learn to listen critically. Question him about the sounds around him. Is he able to recognize the voices of classmates? Does he respond appropriately to verbal instructions? Does he need to be told something more than once? Does he recognize nonverbal sounds, such as bells and playground noises?

Allow the blind child more time to complete assignments, if necessary. It may take him longer because of the cumbersomeness of braille.

Partially Seeing

Some pupils need to hold books at close range or at odd angles to see clearly. They will not harm their remaining vision by doing so.



Some pupils will have to hold books at close range or at odd angles to see clearly.

It often takes longer for a partially seeing student to complete his work. The process of seeing is slower for him than for the normally seeing student.

When appropriate, allow the child to eliminate parts of assignments if the concepts are understood, i.e., drill exercises. It frequently requires the partially seeing child longer to complete his work because of his slower visual processes. Such modifications should be discussed with the special teacher.

Blind

Expect tests and homework to be turned in on time. If special adjustments seem necessary, discuss them with the special teacher to be sure they are appropriate. You may decide to permit the pupil to eliminate parts of assignments if it is apparent he understands the concepts covered.

Verbalize what you write on the chalkboard and try to avoid the use of pronouns, such as this, these, etc. A statement such as, "Place this number here" has little meaning for the child who cannot see what is being pointed out.

Encourage the student to type his work whenever possible. Otherwise, ask the special teacher to transcribe it so you will know what the child is doing.

Partially Seeing	Blind
The student's attention span may be shorter than average due to visual fatigue. Visual fatigue can be minimized by interspersing near work with that requiring distance vision. Teach the child to listen critically. Reinforce visual tasks with tactile and auditory experiences. Verbalize what you write on the chalkboard. In this way the child will hear what he misses visually. Carbons can be made of boardwork or dictated material. A sighted child may be supplied with carbon paper and asked to make a duplicate of his work for the partially seeing youngster.	

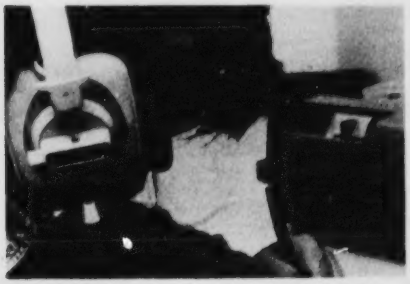
Educational Material and Equipment

Visually impaired students often require specially adapted material and equipment. Braille and large print books, typewriters, and braillewriters are common tools utilized by children with visual losses. The appropriate educational tools for a specific child should be determined by the special teacher, but, if you feel a certain type size is inappropriate or a special piece of equipment would be of value, discuss it with the special teacher. She will welcome your suggestions since she recognizes that the child spends the greatest portion of his school day with you. You see him in a variety of settings and have many opportunities not available to the special teacher to observe his visual functioning.

Typewriters are frequently utilized by children with visual losses.

Partially Seeing

Large print books are available to the partially seeing child. Not all students will need them. Some students with limited vision may function satisfactorily with regular print texts.



Taped materials are a welcome relief for slow, laborious reading.

Taped materials are a welcome relief for slow, laborious reading, especially if the student has been taught how to listen critically.

Low vision aids, such as magnifiers may benefit some students. Consult with the special teacher or the eye specialist to see if the child would benefit from them.

Maps with a minimum of extraneous detail are useful.

Blind

Braille textbooks and supplementary materials will be supplied by the teacher of the visually impaired child.

The student's major writing tool is the braillewriter. At an appropriate age he should be taught the use of the typewriter to enable him

The educationally blind student's major writing tool is the braillewriter.

to communicate with those who are unable to read braille. The slate

Partially Seeing	Blind

Soft black pencils, dark line unglazed paper, dark pens, and felt-tipped markers are essential tools for writing.

Book stands may be useful to students who find it convenient to have reading materials upright in front of them.

Students should be encouraged to type when they are able.

Tape recorders, talking book machines, and record players are useful teaching machines which are available for use by the child.

Bookstands may be useful to the students who find it convenient to have reading material upright in front of them.

and stylus is another tool which the child will ultimately use for note taking.

The slate and stylus is another tool the child will ultimately use for note taking.

Older students frequently rely on taped materials and/or readers in order to keep up with the large amount of reading which must be done.

Raised maps are available for students.

Tape recorders, talking book machines, and record players can be useful.

Braille rulers, braille clocks, adapted games, and similar materials are also available.

The Instructional Materials Center, maintained by the Office of the Superintendent of Public Instruction, is a primary source for instructional materials and equipment for use with all visually impaired children. Teachers are encouraged to visit the Center and browse through the large quantity of material on display and available for short-term loan.

Expectations

A program for visually impaired children is effective only when the child is totally involved and integrated. Demands should be placed on the child in line with his abilities and based on the total school expectations. He should be required to finish assignments, contribute to class discussion, take part in class activities and projects, and assume his share of class responsibility. Such experiences and expectations are the foundation upon which future independence is built.

Avoid excessive praise for the performance of tasks. Compliment him only as you would a sighted child in terms of merit.

Expect him to follow rules. Anything less is not teaching the child to assume responsibility for his behavior.

Do not make allowances for his lack of vision unless absolutely necessary. His self-respect is too important.

Expect the child to care for toys, books, and equipment properly.

Expect him to care for toys, books, and equipment properly.

Recognize that the student will not always know his limitations. Often, when he does, he will "cover-up" rather than admit them. He may exhibit more behavior problems than his seeing classmates since he may tire more easily, have to expend more energy in educational tasks, and become discouraged and/or frustrated in an attempt to keep up with his classmates who appear to manage with greater ease.

Keep in mind that you are working with a CHILD. Your approach should have as its main goal the discovery of what he CAN do — not what he CANNOT do.

Social Behavior and Mannerisms

The visually impaired child should learn to observe the rules of the class. He should raise his hand, speak when called upon, and complete assignments as the other students in the class do. Of course, certain factors must be kept in mind when looking at individual children and they should be considered when setting standards for him. Intellectual ability, social maturity, and emotional stability play dominant roles in the adjustment of any child. They are equally important for the child who is visually impaired. If you are aware that these areas might be sources of problems or that the child has evidenced unusual behavior, such as eye poking, rocking, etc., discuss them with the special teacher. She will know if the child

has a secondary problem which might interfere with his functioning. If such problems do exist, you and the special teacher can establish individual adaptations in the program.

Daily Living Skills

Daily living skills are those techniques which the child must master if he is to function adequately in his environment. They include such abilities as feeding and dressing himself, traveling independently, and familiarization with social graces. The child who masters these skills is the child who is accepted

The child who masters social skills is accepted by his peer group.

by his peer group. He is generally the child who feels adequate in meeting the demands placed upon him. The child with poor table manners or the inability to take care of his personal needs is often an unhappy child, rejected by the peer group and searching for acceptance.

The special teacher and parents are responsible for teaching skills of daily living, such as dressing and self-care.

The school-age child should be expected to take care of his lavatory needs once he is familiar with the washroom and the route to and from.

Many skills can be learned in the regular classroom, especially in such classes as home economics and shop.

Care and location of personal property is the responsibility of the child. He should know where his books and equipment are kept, be expected to get the necessary materials, and return them to their proper place when he is finished.

Fine and Applied Arts

Children should have the opportunity to participate in all areas of the arts. Projects which encourage and stimulate the tactile sense can be satisfying and beneficial. The social aspects of group activities can also be helpful to the self-image of all students. A visually impaired pupil may demonstrate unsuspected

Art projects which encourage and stimulate the tactile sense can be satisfying and beneficial.

talents. There are many ways of adapting projects to include all pupils. The special teacher will be particularly useful to you in this matter. She may suggest the use of materials or projects which will be beneficial to all of the students in your group.

Art is especially useful for the development of tactile skills. Finger painting, sand modeling, play dough, bead work, and clay are just a few media which not only provide pleasure but also are educational. Your expectations of each pupil will be guided by the amount of vision the child possesses. It will differ with each visually impaired child. Emphasis should be placed on the child's efforts rather than on his final product.

Music holds few restrictions for the visually impaired child. Many adaptations are readily available. Consult with the special teacher about them.

Physical Education

Physical education offers the visually impaired child a means to freedom of movement, development of body image, and overall coordination. When the physical education staff is acquainted with any restrictions related to the visual problem, adaptations in the curriculum can be arranged. Restrictions will depend upon the child's eye condition. The special teacher or eye specialist are the individuals you should consult to determine if the child should be restricted. Often minor considerations may make possible satisfactory participation. The boy who loves basketball may not make baskets but can be a capable team manager.

The practical arts demonstrate to the visually impaired student that he is capable of participating in everyday activities.

Practical Arts

Home economics and industrial arts demonstrate to the visually impaired child that he is capable of participating in everyday activities. This image of his abilities may be more meaningful to the sighted with whom he is in contact than to himself. With some adjustments for safety or in some cases the use of student teams the visually impaired student can succeed as well as his sighted classmates.

VI. ADDITIONAL SCHOOL PERSONNEL

Administrators

Administrators set the tone for acceptance of children — whatever their likenesses or differences. They influence attitudes of teachers and all school personnel toward any exceptional child. When the administrator reacts in a positive, accepting manner toward the inclusion of visually handicapped children in the school community, the teachers are aware of this climate and any negative feelings they may have tend to dissipate. The child then becomes a part of the school in every sense. His deficits are compensated for through adjustments in his educational plan, materials and supplemental help without disruption in the mainstream. The administrator, especially the school principal, encourages cooperative interprofessional relationships between regular classroom teachers and special teachers. He makes certain the visually handicapped pupil is as completely integrated into the regular program as he is capable of being.

The methods you use to make a visually impaired child an active class participant will be unique to your own style of teaching.

One specific consideration for visually handicapped pupils is adequate housing within the school building. In assigning working areas, the principal will want to consider the need for good quality lighting and for ample shelving to accommodate larger than average books and equipment. Though a full-sized classroom is not always necessary, sufficient space to accommodate special desks, typewriters, tape recorders, or talking books and a variety of tactile aids is essential.

Sufficient space with ample shelving is an important consideration for the administrator.

In addition to "in-school" personnel assistance, school administrators have many local, state, and national agencies available to help. Among these are the regional Title VI consultants for the visually handicapped, special consultants and staff of the Office of the Superintendent of Public Instruction. Other resources are listed in the Appendix.

Health and Social Services

Among other staff who serve visually handicapped programs are the school nurse, the social worker, psychologist, and counselor. These are members of the multidisciplinary staff in ongoing educational planning.

School Nurse

The school nurse is a key person in the identification of visual problems. Through follow-up of vision screening, she may discover children with significant visual limitations who had not been previously recognized. The school nurse is often the first one to whom the regular teacher turns when she observes a suspected vision problem. If appropriate, this referral may lead

to a request to the special teacher, principal, director of special education, or regional vision consultant, if available, for a staffing to determine an educational plan.

In the absence of a social worker, the family contacts, at least initially, may be made by the school nurse. She may discuss the visual limitations with the family to discover attitudes, fears, and hopes. Information regarding community resources may be provided by her. She becomes an active member of the child's health care team.

Psychologist

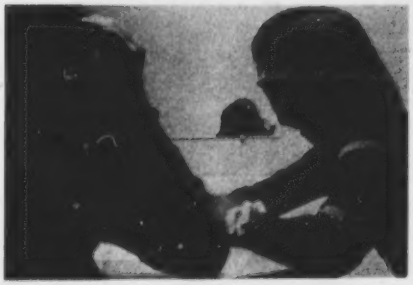
It is recommended that all visually impaired students have a psychological evaluation before or soon after admittance to a special services program. The findings will need to be updated periodically. A three-year interval is considered good practice. The psychologist needs to obtain testing materials in the appropriate media, i.e., braille or large print. The results are interpreted to appropriate school personnel.

There are times when special adaptations of testing procedures may be necessary. The timing aspect often presents problems. If additional time is allotted, note should be made of it and recommendations made in light of the modification.

The area of psychological evaluation of the visually impaired is constantly being improved. Information regarding modifications can be obtained from organizations such as the American Printing House for the Blind and the American Foundation for the Blind.

Counselor

The school counselor has a varied background which enables him to relate to the child's affective condition, academic performance, demonstration of skills (testing programs), educational planning, and career planning; however, this specific contribution of the team varies with the role he is assigned in each school. The counselor can work with the visually impaired child individually or in groups to assist in his emotional adaptation to his handicap. Through consulting with the student and with educational programming personnel, the counselor can help the student arrange an educational program in which he can succeed. Often the counselor serves as crisis intervener and problem solver, helping the teacher and the visually impaired child in relating to the rest of the school program. Long-range goals for the visually impaired necessitate career awareness and consideration throughout the child's educational experience. The counselor who is knowledgeable in the potential opportunities for which the child might prepare



The counselor can serve as a problem solver.

can provide a significant service to the teacher, the parents, and the child. His advice and understanding can make the difference in the reality of the child's expectations and the use he makes of his educational experiences.

Social Worker

If a school social worker is available, he will be responsible for providing a significant part of the educational profile of the individual child. During the evaluative process, the social worker secures a social developmental understanding of the visually impaired child in relation to his home, his peers, his social context, and himself. By obtaining background information, both factual and attitudinal, the social worker contributes to the recognition of the child's problems and the development and implementation of a continuing intermediary between the home and the school. He interprets the child's exceptionality and its implications, assists the family in accepting the child and his handicap, and teaches the parents to compliment and support the educational program. When the visually impaired child requires individual or group therapy to facilitate his social and/or emotional development, the social worker has the skills and experience to meet the need. Throughout the child's school experience, the social worker can serve as a consultant to the teacher.

VII. **CONCLUSION**

Visually impaired children are those children whose visual acuity, despite corrective lenses, is so limited that it interferes with learning through conventional methods. As a result, adapted materials, special teaching procedures, or both, are necessary for the child to profit from his educational experiences. The extent to which a visual defect becomes a handicap depends on the demands made on the individual by his environment as well as his ability to respond to those demands. While a visual disability, per se, does not cause emotional problems, negative attitudes toward visually impaired persons frequently exhibited by society do leave their mark. Apparent negative attitudes are frequently not premeditated but may occur as a result of indifference, lack of knowledge, or apprehension in dealing with the visually impaired. As a result, inability to respond in socially acceptable ways to societal rebuffs due to either inexperience or frustration may cause the visually impaired youngster to have problems. However, not every behavioral deviation should be attributed directly to the visual impairment because the child can also be expected to experience the regular gamut of emotions, including joy, fear, frustration, and anxiety, that all non-handicapped children do.

In Illinois, every district is mandated to provide appropriate educational programs for each impaired student. A variety of program options is possible for use with visually impaired children. They range from self-contained special education classes to itinerant programs. In all cases, however, an overriding objective is to have the visually impaired child returned to the mainstream of the educational community. Successful involvement of the student is heavily dependent on the acceptance and assistance given by regular classroom teachers and administrators. They are in position to mirror positive attitudes toward the handicapped and to influence the success or failure of every visually impaired student for whom they have responsibility.

It should be re-emphasized that partially seeing children are frequently misunderstood. It is not uncommon for children who have limited vision to experience a variation in the amount of usable vision depending on such factors as stress, diet, fatigue, and, of course, the amount of lighting available. Because of the wide variation in sight, the behavior of a partially seeing child is erratic. This frequently leads to accusations of being clumsy, disinterested, bored, or inattentive.

This booklet is designed to assist those persons who have not had previous coursework or experience in working with visually impaired students. Section V enumerates specific suggestions which should be of help to you. The activities listed cover some of the major concerns and are intended to serve only as an outline for the variety of devices which you might use in making the visually handicapped child an active participant in the regular class. The number of additional adaptations or activities which can be used will be limited only by your own interest and ingenuity. The methods you use to interpret a visually impaired child's limitations to the other children in your class, and the ways you

choose to make the visually impaired child an active participant, will be unique to your own style of teaching.

Additional references are listed in the Appendix along with agencies serving the visually impaired which can be used as resources. Consultative help should be available from the special teacher, the director of special education, or the Title VI regional low incidence program. Further requests for assistance may be addressed to the Department for Exceptional Children, Office of the Superintendent of Public Instruction, Springfield, Illinois, or the regional team serving your area.

ACKNOWLEDGMENTS

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Pictures of elementary and high school students were taken through the courtesy of the school districts listed below:

Wheeling C. C. School District #21
999 West Dundee Road
Wheeling, Illinois 60090

Township High School District #214
799 West Kensington Road
Mt. Prospect, Illinois 60056

APPENDIX

Examples of type size:

Letter height—
5.2164 mm.

24 Point

man oxen 25 37 84 90

Letter height—
4.2512 mm.

18 Point

raw see van 90 89 76 60 54

Letter height—
2.5148 mm.

14 Point

noon even mew 38 72 80 93 54 60

Letter height—
2.0828 mm.

12 Point

war use worm eve 40 53 82 64 79 60
avenue ransom err 809 423 657 980 765

Letter height—
1.7526 mm.

10 Point

scum crease nervous 98 67 45 34 23 50 86
cacoon cannon saucer 456 309 582 740 605

Letter height—
1.3970 mm.

8 Point

amaze wares curve scarce 82 34 65 90 58 83 67 46
snooze caress sewer wax 426 397 564 752 205 350

The following is an example of the Ocular Report used by the Office of the Superintendent of Public Instruction for children with visual problems. Based on the information supplied by the child's eye specialist, eligibility for special education programs is determined. Interpretations of information on this report can be obtained from the teacher of the visually impaired or vision consultant.

OCULAR REPORT FOR PERSONS WITH VISUAL PROBLEMS

PURPOSES:

To serve school administrators and special educators in determining school placement for students with visual impairments.

To register all legally blind* students (excluding college) with the American Printing House for the Blind.

To determine eligibility of partially sighted students, not in programs for the visually impaired, for educationally adapted materials from the Instructional Materials Center.

To determine eligibility of all other post high school persons requesting materials from the Instructional Materials Center.

To be used by the Illinois Department of Public Health in registering seriously visually limited persons.

* *Those children who have "central visual acuity of 20/200 or less in the better eye with corrective glasses or peripheral field so contracted that the widest diameter of such field subtends an angular distance no greater than 20°".*

CONFIDENTIAL

☐ NEW REFERRAL
☐ INTERIM: Complete only II and IV

STATE OF ILLINOIS
OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
MICHAEL J. BAKALIS, SUPERINTENDENT
Department for Exceptional Children
Instructional Materials Center
1020 South Spring Street
Springfield, Illinois 62706

OCULAR REPORT FOR PERSONS WITH VISUAL PROBLEMS

NAME	SOCIAL SECURITY NO.	SEX	DATE OF BIRTH
ADDRESS (Street, City, Zip Code)		GRADE	PHONE
DISTRICT NUMBER	SCHOOL ATTENDING (If non-attending indicate "None")	PARENTS NAME	

I. History

A. PROBABLE AGE AT ONSET OF VISION IMPAIRMENT — Right Eye ____ Left Eye ____

B. HAS OCULAR CONDITION OCCURRED IN ANY BLOOD RELATIVES? ☐ Yes ☐ No If yes, what relationship(s)?

C. SEVERE OCULAR INFECTIONS, INJURIES, OPERATIONS, IF ANY, WITH AGE AT TIME OF OCCURRENCE

II. MEASUREMENTS (Report as noted below A and B)

INSTRUCTIONS FOR COMPLETING TABLE BELOW

A. Distant Vision

Use Snellen notation with test distance of 20 feet. (Examples: 20/100, 20/60) For acuities less than 20/200, record distance at which 200 foot letter can be recognized as numerator of fraction and 200 as denominator. (Examples: 10/200, 3/200.) If the 200 foot letter is not recognized at 1 foot see abbreviations at right.

B. Near Vision

Use standard A.M.A. notation and specify point type size and best distance at which person can read. (Example: 14/70 and 18 pt. at 6")

DISTANT VISION ABBREVIATIONS IF THE 200 FOOT LETTER IS NOT RECOGNIZED AT 1 FOOT

Record the abbreviation for best distant vision as follows:

CF and definite distance - counts fingers at definite distance i.e., CF 1'
HM and definite distance - hand movement at definite distance i.e., HM 1'
LPP - Light perception and projection
LP - Light perception (without projection)
NIL - Totally blind
ENUC - Enucleated (eyeball removed)
PROS - Prosthesis (artificial eye)
ANOPH - Anophthalmos (absence of true eyeball)

UTT and examiner's opinion — Unable to test - in your opinion is the student legally blind either due to acuity or visual field(s) limitation? ☐ YES ☐ NO

If yes, which of the above levels of vision might describe the student's visual acuity or what might be his visual field(s) limitation?

FILL IN BOTH DISTANCE AND NEAR POINT VISION

VISUAL ACUITY	DISTANT VISION			NEAR VISION POINT TYPE			PRESCRIPTION		
	WITHOUT CORRECTION	WITH BEST SPECTACLE CORRECTION	WITH LOW VISION AID	WITHOUT CORRECTION	WITH BEST SPECTACLE CORRECTION	WITH LOW VISION AID	SPH.	CYL.	AXIS
Right Eye									
Left Eye									
Both Eyes							DATE OF ABOVE RX.		

E. IF PERSON HAS LESS THAN 20/50, HAS HE BEEN EXAMINED BY AN M.D. FOR UNEXPLAINED ORGANIC PATHOLOGY? ☐ Yes ☐ No

Name of M.D.

D. FIELD OF VISION Is there a limitation? ☐ Yes ☐ No

E. WHAT IS THE WIDEST DIAMETER (In degrees) OF REMAINING VISUAL FIELD? Right Eye ____ Left Eye ____

F. IS THERE IMPAIRED COLOR PERCEPTION? ☐ Yes ☐ No If yes, what colors?

G. IF FIELD(S) SHOWS A SIGNIFICANT IMPAIRMENT, PLEASE DESCRIBE EXTENT OF VISUAL FIELD(S) LIMITATION.

OSPI 19-06 (5/74)

STATE OF ILLINOIS
OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
MICHAEL J. BAKALIS, SUPERINTENDENT
Department for Exceptional Children
Instructional Materials Center
1020 South Spring Street
Springfield, Illinois 62706

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III. Cause of Blindness or Vision Impairment

A. PRESENT OCULAR CONDITION(S) RESPONSIBLE FOR VISION IMPAIRMENT. (If more than one, specify all but underline the one which probably first caused severe vision impairment.)

Right Eye _____ Left Eye _____

B. ETIOLOGY (underlying cause) OF OCULAR CONDITION PRIMARILY RESPONSIBLE FOR VISION IMPAIRMENT. (e.g., specific disease, injury, poisoning, heredity or other prenatal influence.)

Right Eye _____ Left Eye _____

C. IF ETIOLOGY IS INJURY OR POISONING, INDICATE CIRCUMSTANCES AND KIND OF OBJECT OR POISON INVOLVED.

D. IF PREMATURE BIRTH, WAS CHILD IN OXYGEN? ☐ Yes ☐ No If yes, specify Hospital, City, State

How long?

IV. Prognosis and Recommendations

A. Visual Aids

If yes, Name of Facility

Has person had Low Vision Aid Evaluation? ☐ Yes ☐ No

B. Aid Prescribed ☐ YES ☐ NO If yes, specify:

DISTANCE

____ Spectacle Mounted Telescopic Aid
____ Hand Held Telescopic Aid
____ Hand Magnifier
____ Stand Magnifier
____ Pocket Magnifier
____ High Plus Add Reading Glass

NEAR

____ Binocular Spectacle Magnifier
____ Monocular Spectacle Magnifier for _____ eye
____ Other (specify, i.e. electronic aids, non-optical aids)

Specify Recommendations for Use:

C. Is pupil's vision impairment considered to be ☐ Stable ☐ Capable of improvement ☐ Deteriorating ☐ Uncertain

D. Recommended intervals of examination

E. Date of next examination

F. What treatment is recommended, if any (i.e., medication, surgery, special optical treatment, etc.)

G. Glasses ☐ Not needed ☐ To be worn constantly ☐ For close work only ☐ Other (specify)

H. Lighting requirements ☐ More than Average ☐ Average ☐ Less than Average

I. Occlusion of eye in school: Which Eye / Hours Per Day / Duration

J. Use of eyes ☐ Unlimited ☐ Limited as follows

K. Physical education/recreational activities. ☐ None ☐ Unrestricted ☐ Restricted as follows

L. If contact lenses are recommended (controlled pupil lenses or standard lenses), please give corrected vision, distance and near point, and other information pertinent to use.

Comments:

TO BE FORWARDED BY EXAMINER

To:

IF CLINIC CASE, NAME OF CLINIC

CASE NUMBER

TYPE OF EXAMINER

☐ Ophthalmologist ☐ EENT
☐ Optometrist ☐ Other M.D. (specify)

NAME AND ADDRESS OF EXAMINER

Permission granted to use this information for purposes stated on this ocular report form.

Date

Signature of Person, if 18, or Parent or Legal Guardian

EXAMINER

Date of Report

Date of Examination

Signature of Examiner

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RESOURCES
PRIVATE AGENCIES

American Foundation for the Blind, Inc.
Chicago Field Office
Suite 738
500 North Michigan Avenue
Chicago, Illinois 60611

Provides print and braille catalog of aids and devices for sale.

American Printing House for the Blind, Inc.
Post Office Box 6085
1839 Frankfort Avenue
Louisville, Kentucky 40206
502-895-2405

Official schoolbook printery for the blind in the United States; provides special educational books and supplies for blind school children Kindergarten through grade twelve.

Blind Service Association, Inc.
127 North Dearborn
Chicago, Illinois 60602
312-332-6767

Maintains rooms for reading by volunteers to blind college students. Textbooks are recorded on discs and tapes.

Braille Transcribers Club of Illinois, Inc.
Suite 1515
30 West Washington Street
Chicago, Illinois 60602

Provides volunteer transcribing of textbooks in braille for students of elementary through college level exclusive of mathematics and foreign languages.

Catholic Guild for the Blind
67 West Division Street
Chicago, Illinois 60610
312-943-2468

Transcribes material in braille, large type, and cassette.

Chicago Lighthouse for the Blind
1850 West Roosevelt Road
Chicago, Illinois 60608
312-666-1331

Provides varied programs including optical aids service for partially sighted and legally blind persons, therapeutic activity for multiple handicapped blind adolescents, preparation for blind high school graduates entering college and aids and devices from American Foundation for the Blind for sale.

Dialogue Publications, Inc.
3132 South Oak Park Avenue
Berwyn, Illinois 60402
312-749-1908

Publishes "Dialogue" (a recorded magazine for the blind.)

Educational Tape Recordings for the Blind
10234 South Kedzie
Evergreen Park, Illinois 60640
312-499-3666

Tapes textbooks for students.

Hadley School for the Blind
700 Elm School
Winnetka, Illinois 60093
312-446-8111

Accredited homestudy courses offered through braille, tape, and recordings beginning at the fifth grade.

Hope School for Blind and Multiple Handicapped Children
Hazel Lane
Springfield, Illinois 62707
217-529-5537

Residential school for the training and education of severely blind multiple handicapped children.

Johanna Bureau for the Blind and Visually Handicapped
Suite 540
22 West Madison Street
Chicago, Illinois 60602
312-332-6076

Transcribes material in braille, tape recording, and large type.

Illinois Camp Lions, Inc.
312-771-9127
Hastings Lake
Lake Villa, Illinois 60046

Offers two weeks of camping fun for groups of visually handicapped children eight to eighteen years of age.

Illinois Society for the Prevention of Blindness
Room 412
220 South State Street
Chicago, Illinois 60604
312-922-8710

Deals with programs including research, work for conservation of vision including vision screening, sight restoration through corneal transplant, work for con trol of glaucoma, education of public health nurses and school nurses as to prevention of blindness among school children, and the coordination of optometric and medical eyecare services.

Lions of Illinois Blind Activity Committee
1515 North Harlem
Oak Park, Illinois 60302
312-383-1900

Provides services to the visually handicapped, such as the acquisition of braillewriters, typewriters, and glasses.

Local Community Organizations

Such as, American Red Cross, Delta Gamma, Odd Fellows.

Recording for the Blind, Inc.
Chicago Unit
Room 910
600 South Michigan Avenue
Chicago, Illinois 60610
312-939-4162

Records textbooks for any visually and/or physically handicapped person.

RESOURCES

PUBLIC AGENCIES

Department of Children and Family Services
404 New State Office Building
Springfield, Illinois 62706
217-525-7615

Provides social services to children and their families and direct child welfare services, if not otherwise available in the community.

1. Community Services for the Visually Handicapped
   Division of Rehabilitation Services
   Room 1700
   160 North LaSalle Street
   Chicago, Illinois 60601
   312-346-2000 Ext. 2271

   Home teachers, mobility instructors, and other specialized staff assist blind persons to develop skills, such as braille writing and reading.

2. Illinois Braille and Sight Saving School
   Division of Children's Schools
   Jacksonville, Illinois 62650
   217-245-4101

   Residential facility for the education of blind and partially seeing children who do not have classes in their own communities that will meet their needs.

3. Illinois Visually Handicapped Institute
   Division of Rehabilitation Services
   1151 South Wood Street
   Chicago, Illinois 60612
   312-341-7582

   Residential rehabilitation center (not for high school) offering a wide range of instruction for blind persons such as braille, everyday living skills, and orientation and mobility.

Department of Public Health
Division of Children and Family Health
Vision Section
535 Jefferson Street
Springfield, Illinois 62706
217-525-2736

Provides full-time field consultants who are available to local health departments, school districts, and other community groups for consultation concerning planning of vision conservation programs, and services for visually handicapped individuals.

Illinois Division of Vocational Rehabilitation
623 East Adams Street
Springfield, Illinois 62706
217-525-2093

Provides counseling services and some financial assistance for visually handicapped persons interested in continuing their education on the college or vocational levels.

Illinois Eye and Ear Infirmary
1855 West Taylor Avenue
Chicago, Illinois 60612
312-996-7000

Provides treatment to indigent residents of Illinois who suffer from disease or disorders of the eye, ear, nose, or throat.

Illinois Regional Library for Blind and Partially Sighted
Hild Regional Branch Library
4536 North Lincoln Avenue
Chicago, Illinois 60625
312-561-7210

Loans books and magazines on disc, cassette, and in braille, plus machines on which to play them.

Office of the Superintendent of Public Instruction

1. Department of Special Education
   1020 South Spring Street
   Springfield, Illinois 62706
   217-525-6601

   Works with local school districts in the establishment and maintenance of special classes for the visually handicapped.

2. Instructional Materials Center
   1020 South Spring Street
   Springfield, Illinois 62706
   217-525-2436

   Provides adapted basic educational materials needed by visually handicapped children and adults.